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a certain number of times, gives the same result (synthesis) as the original continuous activity." The next important summing up is: "(1) The limitation of an energy (or quality) transforms it into quantity, giving it a certain undefined muchness or magnitude, as illustrated by size, bulk, weight, etc.; (2) this indefinite whole of quantity is transformed into definite numerical value through the process of measurement; (3) this measuring takes place through the unit of magnitude by putting them together till they make up an equivalent value," etc., etc. This high cothurnus method of stating with such formal top-loftiness simple and obvious truths till their very inflation makes them seem thin and unreal, does not seem to the writer good metaphysics even, and still less good psychology. G. S. H.

Psychology for Teachers. By C. LLOYD MORGAN, Principal of University College, Bristol. London, 1895, pp. 246.

This book, which is heartily commended in a preface by I. G. Fitch, late inspector of training colleges, first describes states of consciousness, and defines psychology as treating of them. Association, experience, perception, analysis, generalization, description and explanation, mental development, language and thought, literature, character and conduct follow in this order. The book is very simple and elementary, well sprinkled with poetic passages, and with a wholesome ethical application in the last chapter. The question repeatedly recurs whether it is not a little too elementary for teachers, to whom it is addressed, but for its class, it is certainly the best we have in English. Most of its many innovations in subject matter and manner impress us favorably.

Outlines of Psychology, Based upon the Results of Experimental Investigation. By OSWALD KÜLPE, Professor of philosophy in the University of Würzburg; translated from the German by EDWARD BRADFORD TITCHENER, Sage Professor of Psychology in the Cornell University. London, Swan, Sonnenschein & Co.; New York, Macmillan & Co., 1895, pp. 462.

As the JOURNAL has already reviewed the German edition of this treatise, we desire here merely to call attention to this excellent translation. That it is the best treatise in English on *experimental* psychology goes without saying. The translation has rendered to American and English teachers and students of the subject a service that the writer believes they will not be slow to appreciate.

Die Spiele der Thiere. Von KARL GROOS. A. V. Prof. der Philos. in Giesen. Jena, 1896, pp. 359.

The author assumes that animal psychology should have an independent position, and not be regarded as of interest only as it sheds light on the psychology of man, and points of resemblance to man should not receive disproportionate attention. If conversely, we regard what is specifically animal in animals, we shall arrive at a better idea of the animal traits in man. Only a student of æsthetics can properly treat the psychology of play. This is the author's specialty and also his standpoint. Professor Groos rejects the current view of Schiller and Spencer that play is a discharge of superfluous energy; indeed this is not a *conditio sine qua non* of play. The problem centres in the explanation of the play of *young* animals. Certain instincts, essential for the preservation of the species, appear before they are needed. These pre-functional instincts require practice, and fall under the laws of natural selection. Since these inherited instincts can be improved by individual